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ENG 1001G-001-014-032: Composition and Language

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English 1001G

Composition and Language

Course Outline and Syllabus

1001G-001
-014
-032

Bring this syllabus and course schedule to every class so that you may make note of any changes which I announce.

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Phone: 581-6307

Office hours: MWF 9-10am and by appointment

www.ux1.eiu.edu/~jlpage

Required Texts:

Fulwiler, Toby and Alan R. Hayakawa. The Blair Handbook. 4th ed.

Course Description:

English 1001G. Composition and Language is a writing centered course in the reading and writing of expressive, expository, and persuasive texts. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department. Students who have ACT scores of 14 or below, or who have no test scores on file with the University, must pass English 1000 before enrolling in English 1001.

Course Objectives:

Upon completing English 1001, students should be able to:

- Write informative and persuasive essays clearly and concisely in standard written English;
- Build a cohesive argument and identify arguments in texts;
- Utilize the various forms of argument and avoid logical fallacies;
- Revise essays for clarity, cohesion and style;
- Assist fellow students in their writing and revision;
- Think critically about information in their own environments;
- Select and narrow a topic, write about it using outside sources, and document those sources accurately in MLA style.

Grading:

Grades for individual assignments will be determined according to the Guidelines for evaluating Writing assignments in EIU's English Department (attached). Be sure to read these guidelines fully – they will help you to understand what is expected of your work. Keep in mind that adequate, average work will receive a C, and excellent work will receive an A.

The possible final grades for English 1001G are A, B, C, NC and INC. In other words, you cannot pass this course with D-level work. If your grade for the course is less than a C, you will receive an NC for the course and you must then retake the entire course to receive credit. Please remember that your grade for an essay will be determined not just by your final draft, but also by your revision work.

In addition, **you must turn in all assignments** to receive credit for the course. If you fail to turn in one of your assignments, you will receive an NC for the course.

Assignments will be accepted for full credit only on the day on which they are due. Late assignments will lose one letter grade for each day they are late.

Essays

Essay 1	10%
Essay 2	10%
Essay 3	10%
Research Project	30%
Reading Guides	20%
Misc. points and daily assignments	20%
<hr/>	
Total	100%

There is no final exam in English 1001.

Keys to Writing Successful Essays:

- Read your prompt carefully **before** you begin.
- After you read your prompt, allow some time (ideally, at least one day) for your ideas to incubate. Think about what you'd like to write while you walk, eat or perform menial tasks.
- Plan your essay carefully (see Writing Guide 1: Planning).
- Write simply and clearly.
- Provide clear organization in your essay, but do not restrict yourself to five-paragraph format.
- When using a direct quote from an outside source, introduce the quote thoroughly, providing the author's name and credentials, and the source title.
- Before your first revision, apply the Revision Checklist I give you in class.
- Allow time after drafting (ideally, at least overnight) before revising or proofreading.
- Ask someone you trust to proofread your essay, referring to the checklists I'll give you in class; then proofread for yourself, using these checklists.
- **If you have any questions, ask them in class or conference.**

Submitting Essays for a Grade:

All essays will follow MLA guidelines. See p. 785 of your Blair Handbook for a sample essay in MLA format. No works cited page is required unless outside sources are used.

You will submit assignments on WebCT. We will discuss in class how to submit an assignment on WebCT. Please contact me if you have questions concerning WebCT after this discussion.

Attendance Policy:

Attendance is mandatory. Final course grades may be lowered by one letter grade for each *unexcused* absence over three. Absences may be excused for illness, religious holidays, personal emergencies, and some university events. **You must notify me in advance of absence for reasons other than illness or emergency; if you are ill, you must email me before class in order to be excused. Do not call my office to notify me of your absence.** Absences will be excused at my discretion.

You may make up an assignment **only** if you were absent on the day the assignment was due, and **only** if the absence is excused. If you will be absent for a reason other than illness or emergency, you must submit your assignment **before** your absence.

When you have missed class for any reason, you are responsible for asking a classmate what transpired during class. On the slots below, write the names and telephone numbers of three of your classmates whom you may contact when you miss class:

1. Name: _____
Phone Number: _____
2. Name: _____
Phone Number: _____
3. Name: _____
Phone Number: _____

Disabilities:

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Conferences:

Some mandatory conferences have been scheduled during the semester. A mandatory conference counts toward your absence record as a regular class day and will also be counted toward your grade for the paper that it addresses. If you are unable to attend your scheduled conference, you must let me know immediately and provide a valid excuse, just as you would for a regular class session.

Plagiarism:

Any teacher who discovers an act of plagiarism – “The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work” – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of theirs should encompass all formats, including print, electronic, and oral sources. The University also uses TURNITIN to detect instances of plagiarism.

Electronic Writing Portfolio (EWP):

English 1001G is a writing centered course. All EIU students are required to submit one of their essays from *either* English 1001 or English 1002 to their Electronic Writing Portfolios. To submit an essay for the EWP:

1. Go to my website (listed on page one of this syllabus); click on "Links," and then on "Electronic Writing Portfolio."
2. At the EWP website, click "Submission Form." Read the instructions and then complete the form online.
3. Print, sign and date your form.
4. When you turn in your essay to me for a grade, place your EWP form in front of your final draft. If you decide to submit an essay after it has been graded and returned to you, bring your graded draft and your completed form to me during my office hours.

Tentative Course Schedule

(shading = computer classroom)

Note: Reading assignments are to be completed by the date on which they are listed.

August 20 Syllabus/course intro Diagnostic due Tuesday by 12:00 noon	August 22 Writing Guide 1	August 24 Writing Guide 2
August 27 Essay 1 polished draft due to reviewers and instructor through WebCT email	August 29 Writing Guide 3	August 31 Essay 1 peer review letters due to writers and instructor through WebCT email
September 3 University Holiday – No Classes	September 5 Research Project: topic due	September 7 Essay 1 revised draft due through WebCT email – send to instructor and group members
September 10 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	September 12 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	September 14 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
September 17 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	September 19 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	September 21 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
September 24 Class meets at south entrance of library (entrance by the clock tower)	September 26 Article 1 & Reader's Guide	September 28 Essay 1 final draft due
October 1 Article 2 & Reader's Guide Essay 2 polished draft due to reviewers and instructor through WebCT email	October 3 Research Project: source list in MLA format due Essay 2 peer review letters due to writers and instructor through WebCT email	October 5 Article 3 & Reader's Guide Essay 2 revised draft due through WebCT email – send to instructor and group members and instructor through WebCT email

October 8 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	October 10 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	October 12 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
October 15 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	October 17 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	October 19 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
October 22 Essay 2 final draft due	October 24 Research Project: outline and highlighted sources due	October 26
October 29 Essay 3 polished draft due to reviewers and instructor through WebCT email	October 31 Essay 3 peer review letters due to writers and instructor through WebCT email	November 2 Research Project polished draft due through WebCT email – send to instructor and group members
November 5 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	November 7 Essay 3 final draft due Conferences -- Class cancelled Read group members' revised essays before coming to your conference	November 9 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
November 12 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	November 14 Conferences -- Class cancelled Read group members' revised essays before coming to your conference	November 16 Conferences -- Class cancelled Read group members' revised essays before coming to your conference
November 19 University Holiday – No Classes	November 21 University Holiday – No Classes	November 23 University Holiday – No Classes
November 26 Research Project due for bonus points	November 28	November 30 Research Project final draft due
December 3 Critical thinking workshop	December 5 Critical thinking workshop	December 7 Critical thinking workshop

Grading Rubric for Evaluating Writing Assignments in ECU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

A

B

C

D

F

Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback